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Group conferences, individual study groups, personal visitations, and communication by the principal investigator were utilized to determine the availability and suitability of services for emotionally disturbed children in the four-state area o f Arizona, New Mexico, Utah, and Nevada which has a low incidence of population in vast territorial areas. The study indicated that services were minimal and that the population included a large portion of children from a culturally different background and heritage. Difficulties in travel and communication and limited financial resources were also noted. Conclusions were that a committee be formed to continue the present study for 3 years and that an action-oriented approach for recruiting and training personnel be implemented. This program should be similar to the duo-specialist project of Arizona in which teachers from rural areas are selected by local and university people as trainees and study in two or four areas of speciality (guidance, reading, special education, and library) most needed by their local system. Intern teachers, selected by the university, replace the teacher trainees. The 41 duo-specialists (trainees) trained in the first 4 years returned to 38 schools in 75% of the state and performed 72 special services not previously available, while 40 interns have been certified and placed in 10 western states. (SN)

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FINAL REPORT
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EXPLORATORY STUDY TO DETERMINE THE FEASIBILITY OF A COMPREHENSIVE PROGRAM FOR THE DEVELOPMENT OF SPECIAL EDUCATION SERVICES FOR EMOTIONALLY DISTURBED CHILDREN IN ARIZONA, NEVADA, NEW MEXICO, AND UTAH

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Gerald R. Holmberg, Ed.D.

January, 1968

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Tucson, Arizona

INTRODUCTION

The central effort of this study was to determine the availability and suitability of services for emotionally disturbed children in a four-state area of the Southwest, namely the states of Arizona, Nevada, New Mexico and Utah. Another objective of the study was to provide suggestions for extension of present services and implementation of new approaches which might enhance the influence of services already present. The study was conducted in cooperation with representatives from the state departments of special education and mental health, and the state universities, from each of the four states involved.

By means of group conferences, individual study groups, personal visitations, and communication by the principal investigator with various officials, information pertinent to the problems faced within each state was gathered and systematized. The study group was interested in fact finding but, in addition, was interested in suggesting an action-oriented approach to the alleviation of the problems identified. The group was of the opinion that despite innumerable studies relating to identification of the emotionally disturbed population, few attempts have been made toward implementing the findings, particularly in sparsely populated regions of the country. As a consequence there was evidenced a common interest to outline courses of action that might aid in coping with some of the problems of the emotionally disturbed in the Southwest.

The general paucity of services to meet the needs of emotionally disturbed children throughout the United States has been well documented. The lack of services is even more evident when one concerns himself with the rural areas of our country. If one further delimits his observation to only the sparsely settled regions of the rural areas, as this study has done, it becomes apparent that services for disturbed children are only minimal, if non-existent in many communities. The geographic area represented by the four states in this study may be dissimilar with regard to climate, vegetation, industry, and economic development, but all have in common the low incidence of population in vast territorial areas. Concommitant with this situation are the problems of extended distance between population centers, restrictive political or organizational boundaries, and limited or unequal financial support. Difficulty in recruiting, training, and employing well-trained personnel also represents a definite hindrance to the offering of a full range of services for the emotionally disturbed child.

The well-documented study by Morse, Cutler and Fink, (1964) reviews the status of services for emotionally disturbed children throughout the United States. Another pertinent study was conducted by the Outpatient Studies Section, National Institute of Mental Health, entitled "Rural Mental Health Services for Children and Youth - Outpatient Psychiatric Clinics." This study, completed in September 1963, documents the lack of proper facilities for rural youth. They defined "rural areas" by the census bureau's definition "a place with less than 2,500 population or other unincorporated territory not classified as urban, "and developed the following related findings:

> In this report we have attempted to summarize all available information on rural mental health clinic resources for children and youth. Despite increases in recent years in mental health clinic facilities in the nation it is evident from the data that rural clinic services were still very meager. Of the 100 clinics serving children which were opened between 1959 and 1961, only four were in rural areas.

Although there were relatively few clinic services of any kind in rural areas, a much higher proportion of available services was devoted to children than to adults. This proportion was much lower in large urban area clinics. The fifty rural clinics in 1961 serving children and youth in general, served a small geographic area, considered the provision of direct services to patients as their major function, had an open-intake policy, and were usually operated or supported by the State. Many of the rural clinics could provide little beyond psychological and other evaluation services because they were operated only part-time. Also, because of their limited staff and hours of service, sometimes provided by a traveling team, they could treat few problems of emotional disturbance which require intensive or emergency care.

The inadequacy of clinic services in rural areas is also evident when one considers that the professional man-hours of service provided by these rural clinics averaged to only eight man-hours per week for each 100,000 rural children. This figure was well below the goal suggested by the Joint Commission of Mental Health of two full-time clinics (280 professional man-hours) for each 100,000 population.

Although rural children may be eligible for service in nearby urban facilities, resources in these areas are also inadequate to meet the demands for service. Further, all available data indicate that admission rates to mental health clinics are considerably lower for rural than for urban children. To some extent this may reflect differences between rural and urban children in the prevalence of mental illness or in cultural attitudes and receptiveness to mental health care. However, there is no doubt that inaccessibility to mental health resources is a major problem for rural children. Hopefully the recent

> interest in the planning for, and provision of, comprehensive community mental health care will stimulate augmented services for rural children.
>
> For such planning, detailed studies of patient characteristics and services for children in rural and urban areas in each State will be necessary. Further study is also needed on the ways of providing effective mental health service in sparsely populated areas. Possible avenues for exploration are: the relative advantages and disadvantages of a traveling team compared with a stationary clinic, such as a tri-county mental health center; the ways of attracting highly trained psychiatric professionals to the small community and the increasing use of the visiting public health nurse and the rural physician for the provision of mental health services. Perhaps the skills of these rural health personnel may be even more effectively utilized in the future by intensified mental health training programs designed specifically for the needs of the rural child.

There is a dearth of literature relating to methods of dealing with emotionally disturbed children in sparsely populated areas. While there have been studies of educational problems relating to small schools or to rural schools throughout the United States there has been relatively little written about educating handicapped children living in remote areas. Information developed by such projects as the Catskill Area Project in Small School Design at Oneonta, New York as well as the Western States Small School Project provide some suggestions for curriculum adaptation for children in areas where there is a low incidence of population. The ideas contained in these reports are practical and may be applicable to many of the schools that are the subject of this study. In general, however, there are few informative studies dealing with educational programs for the disturbed child in remote areas.

The specific objectives of the study as outlined in the original proposal, were:

(1) to determine the approximate number of school age children in the quad-state area having serious emotional problems.

(2) to determine the extent to which these children were being served at the time of the study.

(3) to explore with school officials and mental health officials the types of school services which might be most feasible to meet the needs of these children.

(4) to determine what facilities in the quad-state area were currently available for training purposes for the preparation of professional and semi-professional people whose services could be brought to bear upon the solution of identified problems, and

(5) the determination of unique applications of present day communication media to the alleviation of problems identified.

METHOD

As the first step in carrying out the study, the principal investigator approached the state directors of special education in each of the three states, conveying a brief description of the intent of the proposal, and an invitation for them to indicate their interest in participating in the study. Each director responded positively to the invitation, so the investigator invited the directors to attend a two day conference at the University of Arizona, with three objectives in mind:

(1) that the group representing the various states have an opportunity to scrutinize and evaluate the proposal.

(2) that the representatives have an opportunity to describe the problems faced in their particular state.

(3) that the group decide upon a plan and schedule of action to implement the proceedings of the conference.

Representatives in attendance from the various states were:

Dr. Larry Fass
Assistant Professor of Special Education
University of Nevada
Reno, Nevada

Mr. David G. Koch, Consultant
Division of Mental Health
State of New Mexico
Albuquerque, New Mexico

Mr. Tom Murdock, Director
State Department of Special Education
State of Nevada
Carson City, Nevada

Dr. E. R. Rowe, Consultant
Division of Special Education
State of Arizona
Phoenix, Arizona

During the discussion sessions, the proposal objectives were critiqued, and modified to formulate what the participants considered the most productive results. Generally, the group felt that the objectives of the study were too broad and all-encompassing when considered in the light of the limited time, finances, and resources available for conducting the study. The conference agreed upon the following outline of procedure:

(1) that the study be considered an initiatory or preliminary study, to develop guidelines for a more thorough, encompassing regional study.

(2) that we rely upon the recently completed state Mental Health Plans for much of the raw data, i.e., amount of available services, incidence of disturbed children.

(3) that New Mexico and Nevada survey their school districts for up-to-date information relating to the emotionally disturbed.

(4) that the principal investigator visit each of the states involved in the study to obtain an overview of the problems discussed by the group.

(5) that we give attention to the problems of children living in sparsely settled areas with handicaps other than emotional disturbance.

(6) that the State of Utah, which also has large sparsely settled areas, be invited to participate in the study.

On subsequent visits to Nevada, New Mexico, and Utah, the principal investigator had the opportunity to confer with special education directors and consultants at the state level, university personnel engaged in training teachers of the handicapped, county and city supervisors of special programs, classroom teachers of the emotionally disturbed, and members of professional groups, such as the Council for Exceptional Children. He also observed various classes of disturbed children, practicum training facilities, and experimental programs. Some of the officials more directly involved were as follows:

Arizona

Mr. Floyd Baribeau
Director
State Department of Special Education

Mr. Robert Lofgren
Acting Director
State Department of Mental Health

Dr. R. Rowe, Consultant
Area of the Emotionally Disturbed
State Department of Special Education

Nevada

Mr. Roy Berry
Director of Special Education
Washo County

Dr. Larry Faas
Assistant Professor of Special Education
University of Nevada

Mr. Thomas Fee
Coordinator of Special Education
Washo County

Mr. Tom Murdock
Director
State Department of Special Education

Miss Dorothy M. Seigle
Director of Special Education
Clark County

Dr. John Willey
Chairman, Department of Elementary Education
University of Nevada

New Mexico

Dr. Stanley W. Caplan, Associate Director
Southwestern Cooperative Educational Laboratory
Albuquerque

Dr. E. J. Kelly
Department of Special Education
University of New Mexico
Albuquerque

Mr. Dave Koch
Consultant
State Division of Mental Health

Dr. George Leepers
Chairman, Department of Special Education
University of New Mexico

Dr. Paul V. Petty, Director
Southwestern Cooperative Educational Laboratory
Albuquerque

Mr. Robert Swanson
State Director of Guidance Services
Santa Fe

Utah

Dr. Robert Erdman
Director of Special Education
University of Utah

Miss Alice R. Harmon
Mental Health Nurse Consultant

Dr. Wilfred H. Higashi
Assistant Director
State Division of Mental Health

Mr. Elwood Pace
State Director of Special Education

Mr. Charles M. Patterson
State Psychiatric Social Work Consultant

Following the visits to the states, continued communication with the principal members endeavored to develop additional data relative to the status of services available or projected for children living in the sparsely settled areas. As the raw data was compiled, there was an on-going process of systemizing and collating the material into meaningful categories. The final step was to summarize the various segments of information into a report that would reflect the consensus of the diverse groups involved in the study.

RESULTS

Each of the four states represented in this study has unique and distinct problems within its area. Each has unique and distinct resources to bring to bear upon the solution of these problems. However, there are also many commonalities of problems and resources within this region. The findings of this study can be summarized by the following statements:

(1) Services for the emotionally disturbed child living in sparsely settled areas are minimal. In many instances the availability of the services of psychiatrists, psychologists, social workers, family counselors, etc., are literally non-existent. Appendix C,D and E indicate the percentages of children needing special services as identified by a questionnaire survey of school teachers and administrators.

(2) A significant number of children residing in the quad-state area come from a culturally-different background and heritage. These sub-cultures represent diverse groups such as the migrant worker, economically disadvantaged, bilingual minorities, and the reservation population.

(3) Several of the universities and colleges are attempting to upgrade their present training programs for teachers of the emotionally disturbed. However, there are few institutions that offer appropriate coursework and practicums for those individuals interested in majoring in the area of the behavioral disordered.

(4) There appears to be inadequate communication among the various "helping" disciplines. Many agencies within a geographical area seem to operate unilaterally and independent of other service organizations. There were few examples of interdisciplinary planning or cooperation among educators, psychologist, social workers, and other professionals.

(5) Many teachers in the regular classroom have had limited opportunities to be informed of the behavioral characteristics of the disturbed child, and are not acquainted with methods to modify the educational setting to better serve the student's needs.

(6) Personnel at the state level in each of the four states under study are keenly aware of the strengths and weaknesses of their programs. They feel that a united effort could make an impact on the problems they face.

(7) A frequently voiced need was for increased involvement of local professional and lay leaders in creating a greater sensitivity of the problems of the mentally ill, and the development of an accepting attitude towards the community's role and responsibility in helping the mentally ill.

(8) Each state reported insufficient financial resources to offer the services they felt were basic for a preventative and treatment program. Also common to each state, are large geographic areas of federal, non-revenue land, which contribute to these economic difficulties.

(9) While many communities reported no personnel available for serving disturbed children, some of these communities have personnel in related areas, such as the public health nurse and county extension agent, who could with some additional insight into the particular needs of the disturbed become supportive leaders.

(10) Each of the states has studied the problem of mental health, or related areas such as Crime, Delinquency, Youth, and Alcoholism, on several previous occasions. Govenor's committees and other governmental and private organizations have had a continuing interest in these problems. Several parties that indicated that the findings and recommendations of these studies have not been implemented, voiced a concern how the Quad-State Study could be designed to be the most productive.

(11) Most services for disturbed children are found in or near the metropolitan areas, however, these services also fall short of meeting the needs.

(12) Educators sense a need for the person who is trained in working with more than just one handicap, i.e., emotionally disturbed. They feel that a "generalist," the teacher, who has an understanding and training for working with a wide range of handicapped children, might be more advantageous.

(13) In summary, it is noted that there are monumental difficulties that act as deterrents in offering adequate services to the emotionally disturbed in the sparsely settled areas of Arizona, Nevada, New Mexico, and Utah. Difficulties in travel, communication, limited financial resources, and the inadequate amount of available services are a few of the problems identified in the Quad-State area.

Conversely, there are attempts to alleviate or surmount some of the problems that are faced. State and community leaders have displayed increasing interest in continued study of all facets of the problem. Individual cities or school districts have adopted measures to serve local needs. However, a broad, encompassing attack on this problem is not evident.

DISCUSSION

There are few services for any of the various types of handicapped children in sparsely settled areas. The feeling of the study group was that this project demonstrated the critical need for a continuing high level review of the plight of all handicapped children in remote or sparsely populated areas. Unless such a far sighted educational approach is undertaken, a sizeable segment of our present and potential human resources will be sacrificed. While the study was primarily concerned with services for the emotionally disturbed, and the information developed was related rather directly to this particular area of handicap, findings developed through the participation of state officials indicated the great need for a "generalist" approach to serve the broad area of special education.

The participants in this study do not foresee a large influx of trained, specialized personnel, i.e., social workers, psychiatrist, coming into the Quad-state area within the near future. Therefore, any extension or development of services for handicapped children must realistically come from our present resources. Lengthy and intensive attention was given to the ways and means of recruiting potential workers, the type of particular training they would require, and the innovative application of their talents as they serve in sparsely settled areas.

It was the feeling of the study group that the limited time, staff, and budget available made it difficult to attain the objectives stated in the proposal. It was

the original intent of the group to go beyond a "survey" study, however, with little opportunity to actually visit the remote, rural areas first-hand, or to have extensive involvement of those working in these areas in the study, we were unable to fulfill this intent. While there was continuous communication by letter and phone, the limited opportunity for the study group to discuss the identified problem areas seriously hindered the productivity of the study.

To overcome some of these short comings, it is recommended that a committee be formed to continue this study for an extended period of time, three years. This committee could be formed with membership representing the U. S. Office of Education, state departments, of special education and mental health, state universities, local school districts, and rural educators. In addition to these professionals, however, there could be representatives from business, farming, government, and industry. This committee with an enlarged and more broadly-based membership, would have the potential of not only making more detailed study, but also of actually seeing recommendations implemented into action.

The essence of this project would be to demonstrate the application of innovative methods of recruiting and training personnel for a unique role in educating and treating the handicapped child residing in the sparsely settled areas.

The recruitment program selects persons that are already living and teaching in non-urban areas, and who are already firmly rooted in the small community. The University and local school district jointly select from among the present faculty in the rural community trainees to receive a year of training to work with handicapped children. Although the trainee enrolls for full-time study at the University of Arizona, he continues to receive his salary from his local school district. The University selects intern teachers, with the cooperation of local administrators, who replace the teacher-trainees in their respective schools. They receive special training during the summer session prior to their work and during the intern year. The University provides them with a living allowance which is sufficient to defray the additional cost of receiving their training away from campus. (For a detailed report of how this approach has been used, please refer to the attached document - The Duo-Specialist Project.)

The trainee enrolls at the University of Arizona for one year and one summer, approximately 40 hours of study. Their course of study will include assignments in Special Education, Psychology, and other related areas. An integral part of the year's study will be a practicum experience, employing the techniques of the supportive teacher (See Appendix A). Serving in a liason role, the trainee will be given experience in "bridging-the-gap" between the regular teacher, who is trying to maintain a disturbed child in her classroom, and the mental health team, who attempts to examine and diagnose the problem child's behavior. The trainee assists the team by bringing important referral information from the teacher and school to the evaluation period. Following the staffing of the child, the trainee conveys to the school the diagnostic findings of the mental health team. In addition to recommending corrective or remedial techniques to the teacher, the trainee might also become involved in working on a one-to-one basis with the identified student.

Following the years study at the University, the trainee returns to their local school district to be assigned duties that are comparable to her training experiences. In conjunction with the school personnel, she provides leadership in helping to screen, identify, and collect relevant information on handicapped children. During the time that the itenerant mental health team is in town, possibly one day a month, the supportive teacher becomes a part of the team, contributing background information, and gaining a greater understanding of the child's problems through the staffings. After the team leaves the area, the supportive teacher is able to reflect their findings to the classroom teacher, recommend educational proceedures for helping the child, and maintain a "supportive" atmosphere until the next visit of the team.

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

The information developed in the Quad-State study underscores many findings that have been developed in previous studies. The emotionally disturbed child that resides in sparsely settled areas has very limited access to any diagnostic services, and has even less opportunity for treatment or therapeutic help. Services available in the urban areas are also inadequate to meet the demonstrated need. Limited financial basis, insufficient professional help, and extended distances are all part of the problems facing anyone that seeks to upgrade or develop special services for the handicapped child.

The problems listed above have been with us for some time, and solutions to these problems do not appear imminent. Therefore, it is necessary to develop innovative and unique application of our present resources. This study recommends that an enlarged committee be established to serve for an extended period of time, with membership from professional and business levels. The committee should also have the consultative services of specialists in rural education, mass communication media, sociologists, regional planners, anthropologists, and political scientists. The implementation of the many recommendations suggested by various study committees will only be realized when all facets-financial, sociological, political, etc., are placed within a united effort. Meeting several times throughout the year, the committee may prove to be the catalyst for developing more adequate special services in the remote areas. The committee may wish to give special consideration to the recruitment program in non-urban areas. This program is described in detail on pages 16 and 17.

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APPENDIX A

THE COVERT SUPPORTIVE TEACHER PROGRAM

THE COVERT SUPPORTIVE TEACHER PROGRAM

The Covert School Program has been extended into the regular public and Catholic Diocese schools of Pima County through the efforts of three supportive teachers. These teachers function as itinerant resource personnel who work with emotionally disturbed children who remain in a regular class. Each has had several years of successful teaching experience in a regular classroom, graduate training which included clinic staffings at the Tucson Child Guidance Clinic, in addition to college course and internship.

The supportive teachers work closely with a staff social worker and attend weekly Covert staffings. At the staff meetings new cases may be referred, present cases restaffed, certain cases closed or transferred to a more suitable school program, and special problems discussed. These teachers are often requested to assist in screening new referrals by doing a classroom observation.

In cooperation with the regular classroom teacher, a plan for working with each student is arranged and a time schedule is planned. Some students are seen only weekly while others are worked with two or three times per week. A child may receive individual help or attention with a small group of his peers. At times an entire classroom may be the focus of the supportive teacher's efforts. Methods are varied and the emphasis may be on assisting a child academically and/or socially. In some cases, behavior must first be modified before progress can be expected in academic learning.

The supportive teachers spend conference time with the classroom teachers, school nurses, principals, counselors, psychologists, directors of special education, and others who deal with a particular student. They attempt to coordinate the team efforts and their goal is to maintain the child in the regular classroom whenever possible. They also work closely with the classroom teacher in setting up the most desirable educational climate within the total environment of the school situation. Both teachers have a schedule for their week's activities, but it is flexible enough to permit their giving needed time to an emergency situation.

Following a good session of an academic nature, students are often rewarded with a pleasurable activity such as a game or special art activity. Classmates may be

invited to participate in these activities. In cases in which behavior modification techniques have been used with an entire class, the child who does not respond to group controls becomes quite apparent and can be given individual help. This technique appears to hold considerable promise for the future and will be researched in considerable detail during years to follow.

Records of the variables affecting referrals for the supportive teachers' cases are being documented and useful techniques are emerging. Working as a team for a portion of the time will be tested in the next two years. Using student teachers successfully in this way indicates that time might be saved in reaching goals by intensifying efforts at certain times, and in some situations. Graduate interns have also added to the program by working with additional students.

About seventy children have been or are presently being worked with by the supportive teachers or their student teachers. Some of the children have been referred for placement in another part of the Covert Project or into another area of special education. In the future the supportive teachers will be called upon to assist a child as he is transferred back into a regular classroom from either the residential or day school setting within the Covert Project.

APPENDIX B

DISTRIBUTION OF 1,537 OUTPATIENTS PSYCHIATRIC CLINICS BY CLINIC LOCATION AND AGE GROUP SERVED, UNITED STATES, AS OF APRIL 30, 1961

DISTRIBUTION OF 1,537 OUTPATIENTS PSYCHIATRIC CLINICS BY CLINIC LOCATION AND AGE GROUP SERVED, UNITED STATES, AS OF APRIL 30, 1961

Age group served	Location			
	Total	Rural	Small urban (under 25,000 population)	Large urban (25,000 population or more)
Total number of clinics 1/	1,537	56	396	1,085
Clinics serving children and youth	1,185	50	354	781
Children (and parents) only	433	12	106	315
Children and adults	752	38	248	466
Clinics serving adults only	352	6	42	304
Total number of professional man-hours per week in clinics.	294,681	3,528	29,823	261,330
Clinics serving children and youth	214,119	3,308	28,190	182,621
Children (and parents) only (Estimated 2/ for children only)	102,857 (93,200)	332 (300)	7,595 (6,900)	94,930 (86,000)
Children and adults (Estimated 2/ for children only)	111,262 (39,700)	2,976 (1,400)	20,595 (8,300)	87,691 (30,000)
Clinics serving adults only	80,562	220	1,633	78,709

1/ Excludes 21 clinics which did not report. None of these facilities were located in rural areas.

2/ Estimated on the percent of patients under 18 years of age.

APPENDIX C

THE RESULT OF STUDY OF FACTORS RELATED TO CLASSROOM SUCCESS AND FAILURE

STATE OF ARIZONA

1965

THE RESULT OF STUDY OF FACTORS RELATED
TO CLASSROOM SUCCESS AND FAILURE
STATE OF ARIZONA
1965

Grade	Moderate Disturbance	Severe Disturbance	Aggressive Behavior	Conduct Problems
1	10.6	2.2	3.9	1.2
2	12.4	2.5	3.7	1.6
3	11.6	2.1	4.0	1.5
4	9.8	2.1	2.8	1.2
5	13.0	3.2	4.1	2.1
6	10.7	3.1	4.2	2.3
7	8.4	1.6	2.9	2.1
8	8.6	1.8	3.5	2.6
Average	10.8	2.4	3.7	1.7

APPENDIX D

STATEWIDE SURVEY OF RECOGNIZED EMOTIONALLY DISTURBED CHILDREN

1966-67

State of New Mexico

STATEWIDE SURVEY OF RECOGNIZED
EMOTIONALLY DISTURBED CHILDREN
1966-67

State of New Mexico

Grade	Percentage of Emotionally Disturbed
K	.3
1	4.3
2	3.2
3	3.0
4	3.3
5	3.2
6	3.2
7	2.8
8	2.8
9	2.8
10	2.6
11	2.0
12	1.4

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* Albuquerque returns are incomplete.

Note: Schools not heard from are: Alamogordo, Animas, Dexter, Encino, Gallup, Hobbs, Las Vegas (West), Logan, Maxwell, Mora, Ojo Caliente, Pecos, Tatum, Texico, Truth or Consequences.

APPENDIX E

PERCENT OF UTAH STUDENTS WITH MENTAL HEALTH PROBLEMS

PERCENT OF UTAH STUDENTS WITH MENTAL HEALTH PROBLEMS

Grade	Emotional Instability	Poor Social Adjustment	Negative Identification	Too Much Attention to Opposice Sex	Dishonesty	Disinterest
1	9.1	12.6	5.8	1.5	7.3	13.0
2	8.0	10.7	3.9	2.5	7.3	9.4
3	7.8	11.8	7.3	3.0	5.8	13.6
4	8.5	12.3	7.9	3.9	6.1	13.3
5	7.8	11.2	4.8	3.7	7.2	14.2
6	7.8	9.8	7.5	4.7	6.5	11.8
7	5.6	9.7	5.3	4.8	6.0	12.4
8	6.0	11.0	5.7	6.6	6.4	12.8
9	6.8	11.7	5.6	8.5	7.5	14.2
10	6.7	11.0	6.2	7.5	8.2	13.9
11	7.0	11.5	5.9	7.3	7.8	14.3
12	6.7	11.1	5.6	7.2	7.4	13.6
All Grades	7.0%	11.1%	5.9%	5.8%	7.1%	13.2%

Sessions, F. Q., et al., Utah Training Center for the Prevention and Control of Juvenile Delinquency, Physical & Medical Health Problems of Utah Students (Grades 1-12) as identified by classroom teachers. Salt Lake City, Utah, 1965.

The Duo-Specialist Project

The project was conceived and organized to help provide educational specialists in guidance, reading, special education, and library, for small schools on a continuing, permanent basis.

The Trainee Program

A trainee enrolls in the University of Arizona for specialization in two of the four areas listed above for one year and one summer–approximately 36 semester hours of study.

The trainee must be an experienced local teacher who wants to specialize in two school service areas and agrees to return to the local school to perform these services.

The trainee must be approved by the local school administration and the University of Arizona.

The trainee will maintain periodic contact with local school administrators and faculty during the year to set up a program for the following year, select supplies and equipment needed, and develop procedures.

The Intern Program

An intern will teach for the trainee during the trainee's year at the University of Arizona.

A living stipend for the intern's services will be paid by the Kellogg Foundation.

The intern must hold a baccalaureate degree. Interns in secondary schools must have adequate training in subject-matter fields taught by the trainee. A broad background of general education is required for elementary interns.

Before reporting for his teaching assignment, the intern enrolls for courses in human growth and learning, social foundations, and curriculum methods.

The intern receives credit for attending six on-campus seminars at the University of Arizona during the school year.

Local School Responsibility

The local school agrees to:

continue trainee's regular salary during his year of specialized training.

purchase necessary equipment and supplies for new special service programs.

provide space for working requirements of returning specialist.

use the specialist a substantial part of the school day in the new program.

pay the cost of a substitute for the intern on the six days he is required to attend on-campus seminars at the University of Arizona.

allow the superintendent to attend the University orientation seminar on techniques of administering the Duo-Specialist Program.

Additional Assistance by the University

The University of Arizona will provide:

periodic supervision and guidance of the intern in his classroom by professionally trained, experienced University of Arizona faculty members.

special counseling and supervision of the intern upon request.

follow-up visitation to the local school after newly-trained specialist has returned to implement the Duo-Specialist program.

Development of the Program

Small schools in remote areas of Arizona and other Rocky Mountain states frequently find that educational specialists are being lured to larger communities offering more attractive living conditions and higher pay.

This new program focuses on training veteran, local teachers for special services who are already somewhat firmly rooted in a community and will be likely to remain for a period of years. The initial suggestions along these lines were made by school superintendents themselves. With the help of the Kellogg Foundation, this proposal has become a reality. In the first three years (through the 1965–66 year), 33 specialists have been trained and are providing special services to small schools in Arizona — services not previously possible. Thirty-three interns have been added to the certified teacher list and are actively teaching — many of them in small schools where they interned.

1. *Interns visit an elementary school library*
2. *Modern Math (sixth grade) Intern style*
3. *Local classroom teachers learning to be educational specialists at the U. of A.*

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For further information, contact:

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College of Education
University of Arizona
Tucson, Arizona 85721

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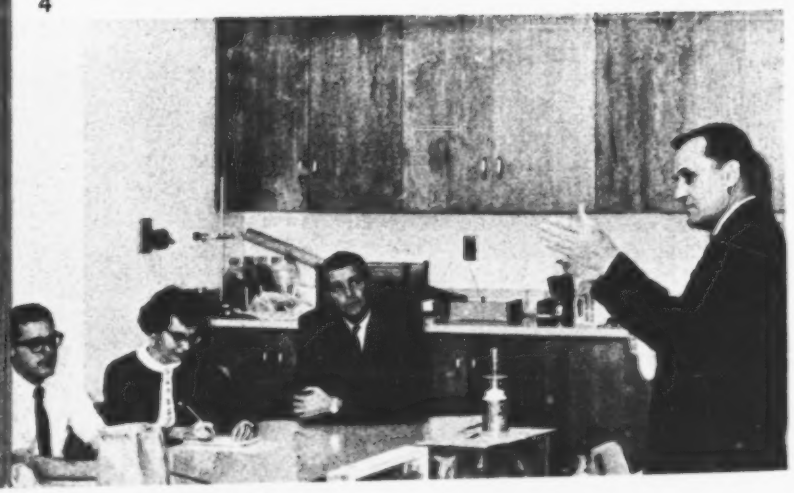


5

6

1. *Trainee back*
   special educa
2. *Specialist Cou*
3. *Intern teachin*
4. *Special scien*
5. *Director Nash*
6. *Trainee shop-*

5

6

1. *Trainee back in the local school teaching a new special education class*
2. *Specialist Counseling with student*
3. *Intern teaching a fifth grade*
4. *Special science seminar for interns*
5. *Director Nash counsels interns*
6. *Trainee shop-talk with Project directors and faculty*

DUO-SPECIALIST

PROJECT

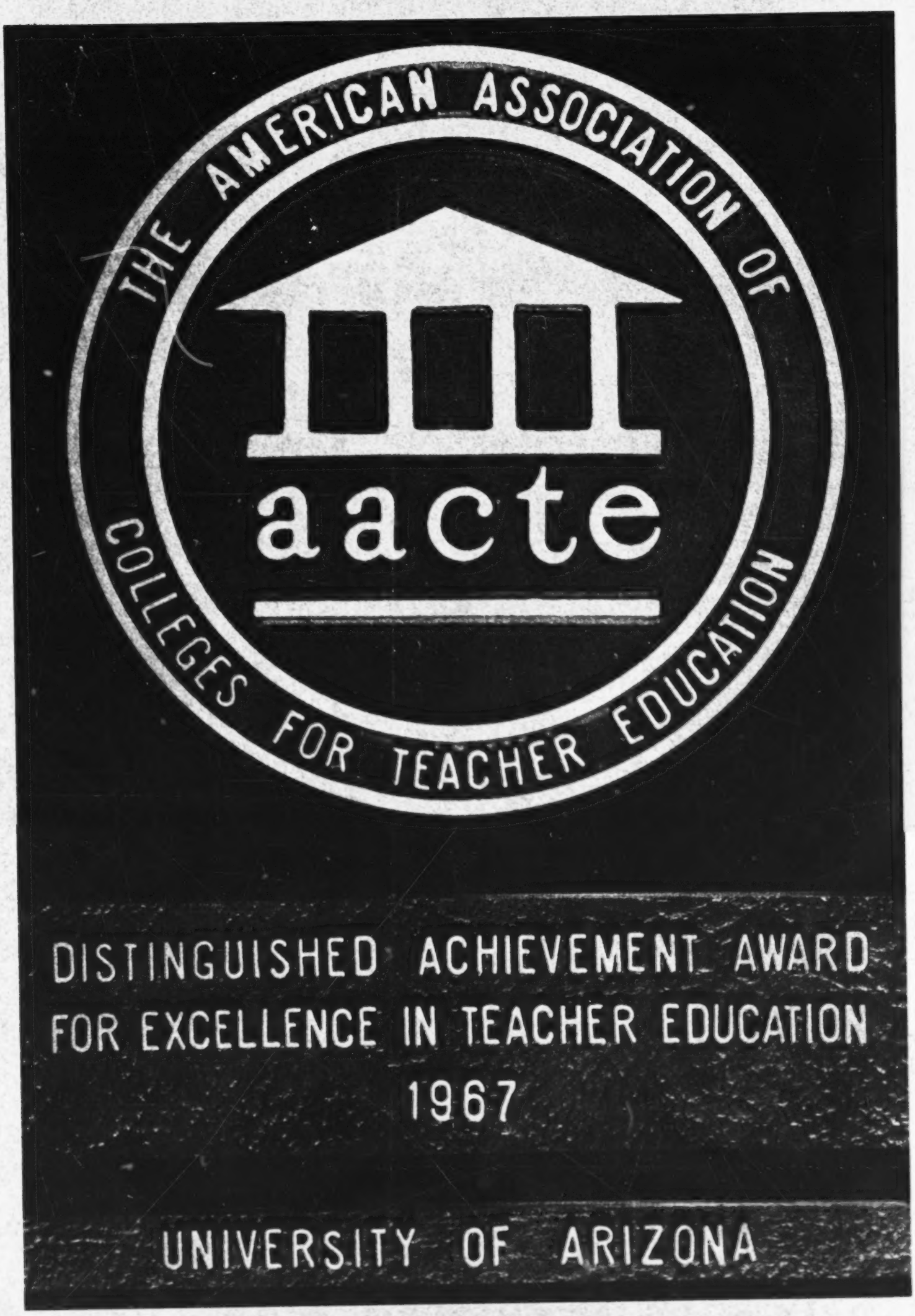
A Cooperative Endeavor of
The W. K. Kellogg Foundation,
The University of Arizona,

&

Selected Arizona Public Schools

College of Education/The University of Arizona/Tucson

THE DUO-SPECIALIST PROJECT


THE AMERICAN ASSOCIATION OF
COLLEGES FOR TEACHER EDUCATION
aacte
DISTINGUISHED ACHIEVEMENT AWARD
FOR EXCELLENCE IN TEACHER EDUCATION
1967
UNIVERSITY OF ARIZONA

THE DUO-SPECIALIST PROJECT

W. K. Kellogg Foundation
The University of Arizona
Cooperating Arizona Public Schools
July 1, 1963–June 30, 1967

Pat N. Nash, Director
J. O. Bozarth, Assistant Director

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FOREWORD

The Duo-Specialist Project in the College of Education at the University of Arizona has completed four years of operation. Supported financially by the W. K. Kellogg Foundation, the Duo-Specialist Project provides in-service education for practicing teachers in rural communities in Arizona. The program also provides significant experiences for university students who serve as interns in the local districts when the regular teachers attend the University.

In previous reports of the program, we noted that children in rural areas should be given, insofar as possible, the same kind of educational opportunities as those made available elsewhere. We would re-affirm that philosophy. Further, we would continue to believe that the individual teacher remains the most important key to the success of education in any American community.

In a small, but highly significant way, the Duo-Specialist Project is an attempt to make the individual teacher both more competent and more influential in the local community. In effect, the teachers participating in the program become specialists in two areas of educational practice.

Since its inception, the Duo-Specialist Project has been popular and widely accepted by educators in Arizona. In February, 1967, The University of Arizona's College of Education received a Distinguished Achievement Award from the American Association of Colleges for Teacher Education because of the development of this unique program. The citation noted:

> Recognition is given to The University of Arizona for its Duo-Specialist Project. This project is designed to aid the small community in meeting its needs for trained personnel in the areas of guidance, reading, special education (mentally and physically handicapped) and library. There is a high degree of individualism in the content and guidance of the teacher's special program since it is designed to meet special needs of a given school district. During the year of the teacher's special training, an intern is cooperatively selected to assume the teacher's regular teaching duties. The cost of the project is shared. Regular salary is paid the teacher in training by the school district. With foundation (W. H. Kellogg Foundation) help, the University provides the intern with a stipend. The project is an excellent example of immediate practical results accruing from cooperative endeavor among local school districts, university, and foundation agency.

During each year of operation, many persons have contributed to the success of this program. Dr. Pat N. Nash, Director of the Duo-Specialist Project, must be given primary commendation for achievements attained. The following pages portray in some detail activities of the past year.

F. Robert Paulsen
Dean
College of Education
University of Arizona

Superintendents plan for future specialists programs

AN OVERVIEW

During a meeting at The University of Arizona in the Spring of 1963, superintendents of small and medium-sized school districts delivered a challenge to the faculty of the College of Education. "We just can't attract teachers trained in special fields who want to teach and live in our communities," said a superintendent from a remote mining area. "I can't afford to keep two full-time teachers busy in counseling and reading, but I surely could use a half-time person in each of these areas," added another. "My board of education won't authorize a program in special education unless we can be sure of a teacher staying for several years," was the comment of a superintendent from the cattle grazing country. From this meeting and these comments, the idea of the Duo-Specialist Project was conceived.

THE PROJECT IN BRIEF. Clearly, the problem was to (1) assess accurately the need for various specialists in each community; (2) recruit for extra training persons already committed to a career in the non-urban communities; and (3) offer a tailor-made, one-year program for each person, concentrating the training in two areas of greatest local community need.

The program has evolved into a process of cooperation between school districts and The University of Arizona, with support from the W. K. Kellogg Foundation. The major provisions of the project are:

The project director looks at the local school on the basis of the criteria agreed upon, its administrative personnel, and the participating trainee. School districts survey their needs in the special areas and decide on priorities. In the majority of cases the surveys are carried out by the local administrative staff and approved by the project director.

The district and The University jointly select from among the present faculty in the communities' schools persons to receive a year of training for a particular specialist position. Teacher-trainees attend The University of Arizona for a full academic year and one summer session at their current annual rate of pay. Although the trainee enrolls for full-time attendance at The University of Arizona, status as a local school faculty member with salary continues. The year's training is actually a cooperative endeavor between the local school district and The University of Arizona.

A Superintendent's Seminar

An integral part of the trainee's program, therefore, involves periodic work in the local school with administrators and faculty members for the determination of equipment, supplies, facilities, and plans for implementing the duo-service when the duo-specialist returns to the local school.

The University of Arizona selects intern teachers with the cooperation of the local administrator. These interns replace teacher-trainees in their respective schools. They receive special training during the summer session prior to their work and during their intern year. They are provided with a living allowance by the Kellogg Foundation which is sufficient to defray the additional cost of receiving their training away from the campus.

Periodic seminars during the school year involve the interns, teacher-supervisors, administrators of cooperating school systems, and The University of Arizona faculty.

THE FIRST FOUR YEARS. Eight specialist stations were approved for the first year of the Duo-Specialist Project by Dr. Richard Whitmore, Project Director. Each of seven school districts sent a teacher for training and one district sent two teachers.

In the second year of the Duo-Specialist Project, Dr. Pat N. Nash assumed the position of Project Director. Dr. W. H. Foster, former Superintendent of schools in Farmington, New Mexico, became Assistant Director with a primary responsibility of supervising interns. Ten schools participated in the project the second year, only one of which participated the first year. One school sent two teachers for special training.

In the third year ten schools participated in the project with one school sending two trainees. Again, during this fourth year, ten schools were involved in the project.

Forty-one duo-specialists have been trained in the first four years of the Duo-Specialist Project. They have returned to thirty-eight schools and are performing a total of seventy-two special services which were not available in these small schools of Arizona three years ago. Geographically, schools now benefiting from the program range from Fredonia on the northern border of Arizona to Douglas on the southern border, and from San Simon in the east to Seligman in the west central area — about 75 per cent of the state.

Director Pat Nash interviews Superintendent Ron Jenkins

1966 SELECTION, January-May

Preliminary plans for this year's Duo-Specialist Program were initiated early in the Spring of 1966. During this time period the Project Director, Dr. Pat Nash, selects the schools which will participate in the joint effort between The University of Arizona, The W. K. Kellogg Foundation, and each individual school.

The Duo-Specialist Project is a joint partnership since The University of Arizona will provide:

1. periodic supervision and guidance of the intern in his classroom by professionally trained, experienced University of Arizona faculty members.
2. special counseling and supervision of the intern upon request. follow-up visitation to the local school after the newly trained specialist has returned to implement the Duo-Specialist program.

The local school agrees to:

1. continue trainee's regular salary during his year of specialized training.
2. purchase necessary equipment and supplies for new special service programs.
3. provide space for working requirements of returning specialist.
4. use the specialist a substantial part of the school day in the new program.
5. pay the cost of a substitute for the intern on the six days he is required to attend on-campus seminars at the University of Arizona, and
6. allow the superintendent to attend the University orientation seminar on techniques of administering the Duo-Specialist Program.

After being selected as a trainee, Ruth Jones and Superintendent Don Wilson, Safford, plan for the specialized program that will best meet the needs of the local district.

Supt. Ambrose, Safford, meets with school board members to select the trainee. The trainee must: (1) plan to be a permanent resident of the community; (2) understand the problems and needs of the district; (3) work well with district personnel, pupils and parents; (4) have an acceptable academic record; and, (5) have proven leadership ability.

TRAINEE

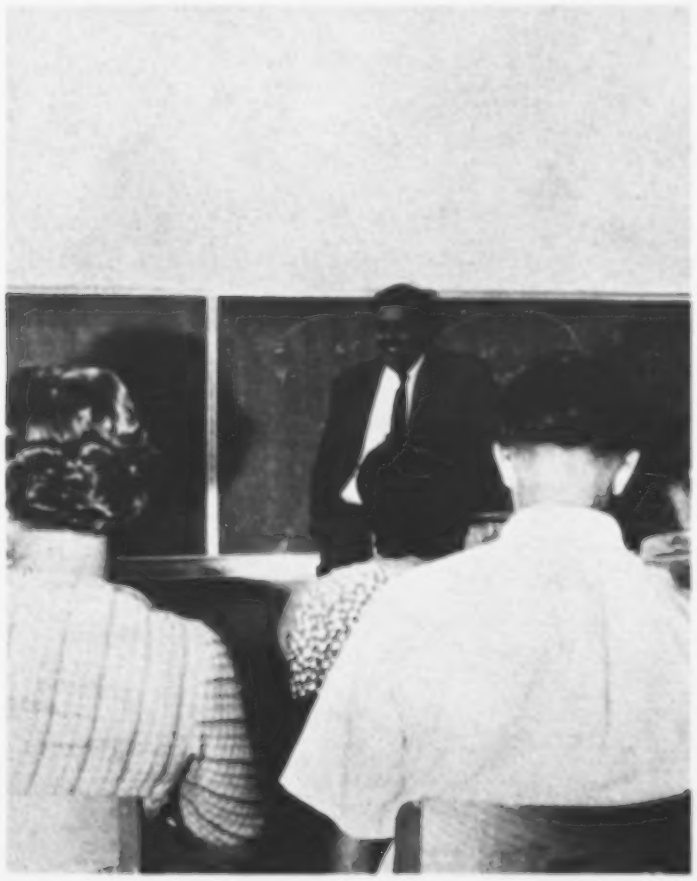
INTERN

Interns are interviewed and selected by the Project Director, then approved by the local superintendent. To be selected as an intern, the person must: (1) have a baccalaureate degree; (2) be able to relate with school age boys and girls; (3) be able to adapt to small community living; and (4) meet other qualifications expected of teachers such as acceptable appearance and moral standards.

Trainees come to the University of Arizona before training begins in September to plan for individual programs. Here, Director Pat Nash meets with trainees to answer questions relating to housing, course selection and areas of concentration.

ORIENTATION, June-August

A special intern seminar program is conducted during the second summer session. In small group sessions, the Project Director prepares interns to teach in assigned grades. During this orientation period, interns experience observations of master teachers as well as practice teaching.



Trainees quickly become a closely knit group. Of great value to each trainee's study program is the past experience of other Duo-Specialists.

A faculty member is assigned to each trainee to direct general programs of study. Here Dr. Paul Danielson, College of Education, meets trainee Dick Alexander, Holbrook.

TRAINEE

INTERN

Here, interns discuss with Director Pat Nash some of the curriculum materials they will use in their teaching the next school year.

Each intern visits the classroom where he will act as "substitute teacher" for the next school year. Here Joanne Edland visits her classroom in Snowflake and picks up materials she will use.

Trainees accept a responsibility to help interns understand the community and the local school district. Here trainee Neil Goodman (right) answers the questions of intern Warren Cartier, Elfrida.

Small group seminars emphasize and satisfy a need for individualized training. Dr. Ruth Strang, University of Arizona, conducts a reading clinic with trainees and graduate assistant Malcolm Wilson.

TRAINING, September-November

1 Intern Rob McCready, Holbrook, works with his principal, Frank Turley, who helps as a critic teacher.

2 Six two-day seminars at the University are planned for interns. Here, Dr. Bill Ranninger works in the area of teaching social studies.

3 A part of the training for interns includes planned visits to observe teachers.

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An important part of the specialist training is the opportunity to make preliminary plans for the program to be initiated the following year.

Here, trainees discuss the needs of individual districts and the problems they will encounter to effectively implement their respective programs.

TRAINEE
INTERN

1

1 Interns return to The University each month for additional training. Dr. Van Allen discusses the Language Experience Approach to reading with intern John Penczar.

2 Here, interns visit Tucson, District #1, for a discussion of teaching music with helping teacher Winnie Rinker.

3 Mrs. Harris, instructional materials center director, College of Education; works with interns on new teaching aids.

2

3

Malcolm Wilson, Reading Consultant, conducts periodic seminar sessions on aspects of remedial reading techniques. Group discussions center on types of programs to be initiated by Specialists after returning to their school districts.

TRAINING, December-February

Intern Joanne Edland works with her second grade children. All interns accept and carry out all the responsibilities of the teacher they replace.

After opportunities of observing master teachers like Mona Dayton, Amphitheater School District, interns try out new ideas and techniques in their own classrooms.

Because of their leadership ability, trainees often are selected for special University committee work. Here, Dean Paulsen, College of Education, meets with his student advising board which includes trainee Ted Raban (second from right).

Trainee Lee Osborn, Bowie, works with an individual student as part of the requirement in diagnostic reading techniques. Individual case studies provide practical experience for implementing the program in the local school district the following year.

TRAINEE

INTERN

Intern Nancy Oldham finds playground supervision windy, but fun.

Intern Mattie Shank, Safford, interviews a parent (right) with her principal Mr. Robinson.

Trainees are counseled by consultants from the College of Education faculty with regard to development of special programs to be implemented after the year's training is completed. Consultants are available to trainees as programs are developed in each local school district.

TRAINING, March – May

1 Intern Nancy Oldham works with her fourth grade children.

2 Intern Mattie Shank and Principal Robinson, Safford, plan for a textbook adoption.

3 Supt. Ambrose, Bowie, and Intern Nancy Oldham observe a student's use of a language laboratory.

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Many trainees qualify for advanced degrees at the end of their specialist program. Trainee Neil Goodman, Elfrida, receives congratulations from Director Pat Nash for the award of his Master's Degree.

The trainee's responsibility now is to continue to work closely with local school personnel, administration and University faculty to implement the program of special services that has been designed for his school district.

Intern Joanne Edland, completes certification requirements with Certification Officer, Rita Mikula, College of Education, University of Arizona. Assistant Director Jim Bozarth acknowledges all requirements have been fulfilled for certification. Because of their unique training and year-long teaching assignment, interns are in demand as potential teachers. In many instances, interns choose to remain in the small community where their internship was completed.

A primary responsibility of The University of Arizona is the continued implementation of specialized programs initiated through the Duo-Specialist Project. This is made possible by consultant services to each district by faculty of the College of Education. Here, area superintendents meet at the University for workshop dealing with newly formed specialized programs.

IMPLEMENTATION, 1967, 1977, 1987

TRAINEE

INTERN

Interns implement the Duo-Specialist Project as each continues successful teaching careers. To date, 40 interns have been certified through this project, with placement now ranging through ten western states. Often interns continue professional preparation by completing advanced degrees in Education.

Here, area superintendents meet at the University for workshop dealing with newly formed specialized programs.

EVALUATION

After four years of operation the Duo-Specialist Project has made a significant contribution to instructional programs in small schools in Arizona. Forty-one teachers have been trained in two areas of specialty. Those trainees participating in the project prior to this year have returned to their school district to develop special instructional programs in the needed areas. Trainees on campus this year are in the process of developing programs to be installed in the local school district next year.

One of the outstanding features of the Duo-Specialist Project was the support and backing of both school administrators and school boards. This was evidenced by contributions ranging from capital outlay items such as new classrooms and large equipment down to expendable materials. Administrators and Duo-Specialists reported that every request made for equipment and materials had been approved by the school boards.

The new programs have contributed to the total educational program in several ways. First, the new programs have had an impact upon the facilities of the school districts. It was indicated that teachers are becoming more aware of the importance of individualizing instruction and of accepting and providing for the needs of all children. Furthermore, faculty members in the small schools have indicated they are now capable of doing a better job because many children with problems have been introduced to instructional programs which are commensurate with their needs. Duo-Specialists in several of the school districts have indicated that the cooperative attitude among their faculties has enabled them to provide special in-service programs not previously available. Second, the new programs have resulted in increased community acceptance of the entire educational program. A third area of contribution mentioned by some school administrators was the fact that the improvement of programs at lower grade levels might alleviate many of the problems that will occur later in school. Finally, there were indications that as a result of this program, a much closer cooperation has been developed between the University and the participating schools.

Although there was the normal range of performance in the intern program, all superintendents were satisfied with the intern in the classroom. Most superintendents stated that the interns performed on the level of a regular first year teacher. In most cases, interns were offered positions the following year in the local school district with approximately thirty per cent of the interns accepting such positions. Follow-up studies of interns during their first year as a certified teacher indicated that school principals rated them higher than the usual beginning teacher.

After the fourth year of the Duo-Specialist Project, there is concrete evidence that the goals of this cooperative endeavor are being achieved. The experience gained in these four years should afford even greater opportunities to refine the program and bring about an even more significant contribution to small schools in Arizona and perhaps the nation.

Dean F. Robert Paulsen and Director Pat Nash receive award for the Duo-Specialist Project

PLANS FOR THE FUTURE

The Duo-Specialist Project was established under a four-year grant from the W. K. Kellogg Foundation as a cooperative venture by the Foundation, local school districts in Arizona and The University of Arizona. The basic purpose of this endeavor was to ascertain if such a program was operationally feasible. The evidence has been highly indicative that such a program is practical and is meeting a need that heretofore has not been met. Small school administrators have endorsed the program wholeheartedly. During a conference attended by school administrators and representatives of colleges of education from other western states, the consensus of the group was that this unique program was more valuable in ameliorating problems to small, isolated school districts.

The project received national recognition this year when the American Association of Colleges for Teacher Education presented a Distinguished Achievement Award to The University of Arizona for the merit of the program.

In summary, the main contributions of the Duo-Specialist Project are:

1. Specialized services are now available to thousands of children in remote and isolated small school districts in Arizona which were not available prior to the Project.
2. A unique and innovative teacher-education program has been developed to prepare graduates of liberal arts college for the teaching profession.
3. The joint effort between local school districts and The University of Arizona has established a rapport which has stimulated continued professional growth in these small school districts.
4. The project is a realistic example of a program to emphasize the concept of continuing professional education.
5. The intern program has provided opportunities for individuals to experience teaching in a small community and has contributed to some degree in alleviating the problem of recruitment of teachers in remote areas.
6. Finally, the project is an excellent example of immediate, practical results accruing from a cooperative endeavor between local school districts, institutions of higher learning, and a sponsoring foundation agency.

With concrete evidence that such a program is operationally feasible and practical, the continuation of the Duo-Specialist Project is certainly desirable. Expansion of the project to other western states is a most likely possibility as key people in these states have been informed as to the nature and operation of the program. There is no doubt that the Duo-Specialist Project has achieved its goal of determining a means for assisting small schools.

The W. K. Kellogg Foundation is to be commended for providing the funds with which such experimentation might be undertaken. The financial assistance provided by the Foundation has directly improved the educational opportunities of thousands of children in small schools in the State of Arizona.

Duo-Specialists Who Have Completed Training

Name	School	Specialization
	1963 — 1964	
Dora Ohnesorgen	Benson	Special education and reading
Charles Shrode	Benson	Special education and counseling
Audre Chapman	Buckeye	Special education and reading
June Brayford	Fort Thomas	Special education and reading
Lillian Larimore	Kearny	Special education and reading
Eldon Ekwall	Mingus Union	Guidance and reading
Elizabeth Fitzgerald	San Manuel	Special education and reading
Clara Mosley	San Simon	Special education and reading
Carroll Parrott	Tombstone	Reading and guidance
	1964 — 1965	
Louise Knopf	Ash Fork	Reading and guidance
Marion Crough	Florence	Reading and guidance
Gene Sandberg	Flowing Wells	Reading and special education
Betty Einspahr	Fort Huachuca	Reading and special education
Francis Willoughby	Kearny	Reading and guidance
Stanley Jones	Paradise Valley	Reading and special education
Suzanne Pierce	San Manuel	Reading and library science
Bessie Dubsky	Superior	Reading and library science
Mildred Maine	Superior	Reading and guidance
Ann Carroll	Tuba City	Reading and guidance
Katherine Woods	Willcox	Reading and guidance
	1965 — 1966	
William F. McCollum	Chino Valley	Reading and special education
Patricia Stallings	Douglas	Reading and special education
Jean Roark	Fort Huachuca	Guidance and special education
Duane H. Judd	Fredonia	Reading and library science
Richard J. May	Fredonia	Reading and special education
Saramarge Crigler	Maricopa	Reading and special education
Harry McElroy	Picacho	Guidance and special education
Peter Heidrich	Seligman	Reading and guidance
Ruth Rogan	Sells	Reading and guidance
Billy D. Reese	Sierra Vista	Reading and library science
Matthew Levario	Stanfield	Reading and guidance
	1966 — 1967	
Dick Alexander	Holbrook	Guidance and reading
Carl Cole	Taylor	Special education and reading
Calvin Burks	Oracle	Special education and guidance
Neil Goodman	Elfrida	Guidance and reading
Ruth Jones	Safford	Reading and guidance
Augie Orci	Douglas	Reading and guidance
Mary Douglass	Fort Huachuca	Special education and reading
Ted Rabin	St. Johns	Special education and guidance
M. L. Baxter	Sierra Vista	Guidance and library
Atlee Osborn	Bowie	Reading and library

Former Interns Now Certified as Teachers

Name	Assigned School	Teaching Level
	1963 — 1964	
Helen Fricas	Benson	Sixth grade
David Plank	Benson	Seventh grade
Dixie Berry	Buckeye	Secondary school English
Laree Herbert	Fort Thomas	Fourth grade
Ellyn Knapp	Kearny	Fourth grade
Audrey DuCote	Mingus Union	Secondary art and home economics
Sanford Hopkins	San Manuel	Secondary mathematics and science
Michael Fretz	San Simon	Secondary school English
Harry Pierson	Tombstone	Fourth grade
	1964 — 1965	
Jane Downey	Ash Fork	Seventh grade
Perri Geare	Florence	Secondary school English
Ann Overall	Flowing Wells	First grade
Janet Hamilton	Fort Huachuca	First grade
Paul Hult	Kearny	Seventh grade
David Hawkins	Paradise Valley	Sixth grade
Marcia Ravines	San Manuel	Third grade
Rosalie Chuppa	Superior	Third grade
Janet LaValle	Superior	Sixth grade
Steve Halper	Tuba City	Eighth grade
Betty Preece	Willcox	Fifth grade
	1965 — 1966	
Jim Hartman	Chino Valley	Fifth grade
Dovie Murphy	Douglas	First grade
Jo Woodard	Fort Huachuca	Second grade
George Werner	Fredonia	Secondary school English
Joyce Werner	Fredonia	Third grade
Ted Ruehlen	Maricopa	Sixth grade
Mary Kuegle	Picacho	Eighth grade
Chuck Finster	Seligman	Fifth grade
Georgia Fricas	Sells	First grade
Helen Dominque	Sierra Vista	Sixth grade
Sarah Carroll	Stanfield	Fourth grade
	1966 — 1967	
Nancy Oldham	Bowie	Fourth grade
Joanne Edland	Snowflake	Second grade
John Penczar	Oracle	Seventh grade
Ed Wild	St. Johns	Sixth grade
Mattie Shawk	Safford	Fourth grade
Dorothy Millet	Douglas	Eighth grade
Rob McCready	Holbrook	Eighth grade
Bob Eager	Fort Huachuca	Fourth grade
Warren Cartier	Elfrida	Sixth grade
Jess Riggle	Sierra Vista	Sixth grade

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